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ABSTRACT

The Virginia Department of Correctional Education (DCE) offers programs in basic skills, academic, vocational, special education, and social skills. Postsecondary courses are also offered by community colleges and other postsecondary institutions. The DCE currently operates education programs and related services in 20 major adult education facilities, 7 youth learning centers, and 19 correctional field units. Technical assistance is also provided to jails throughout the state. Enrollment figures vary because of new admissions and releases on a daily basis; on a yearly average, the DCE served 4,563 adult and 649 youth students in fiscal year 1990-91. Adult academic programs emphasize helping students to become self-directed and responsible learners. Components include Adult Basic Education (ABE), General Education Development (GED), and Literacy Incentive Program (LIP), as well as college courses. Youth academic programs offer both alternative education and public school credit curricula as well as special education. Some correctional youth learning centers are part of tech-prep programs with community colleges. A broad range of vocational programs are offered for both incarcerated adults and youth. The correctional education programs are funded by the Virginia General Assembly, federal funds through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, and Special Revenue funds. (Four appendixes to this report include information on DCE program offerings by institution; program enrollment; vocational programs; and program completions. Contains 11 references.) (KC)

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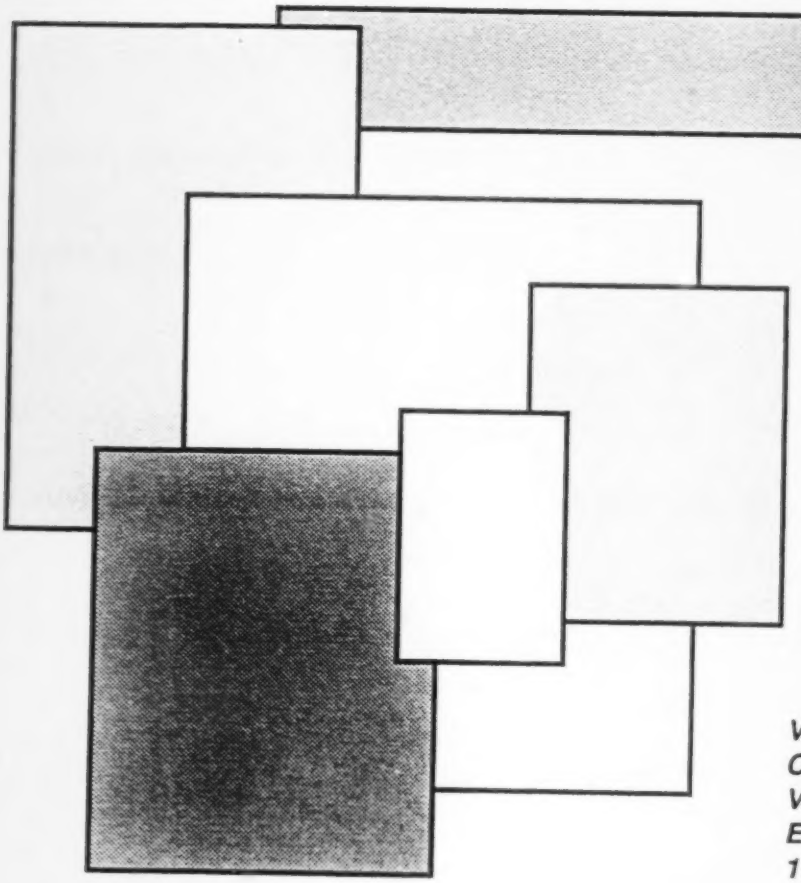
CORRECTIONAL EDUCATION IN VIRGINIA

A REVIEW OF EDUCATION PROGRAMS FOR INCARCERATED INDIVIDUALS



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CORRECTIONAL EDUCATION IN VIRGINIA

A REVIEW OF EDUCATION PROGRAMS FOR INCARCERATED INDIVIDUALS CONDUCTED BY THE VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION

A Report of the
Virginia Council on Vocational Education
1993

VIRGINIA COUNCIL ON VOCATIONAL EDUCATION

The Virginia Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968 and continues under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Its members, drawn from a cross section of the public, are appointed by the Governor. The Council is charged by law to advise the Governor, the State Board of Vocational Education, the Governor's Job Training Coordinating Council, the U. S. Secretary of Education, the U. S. Secretary of Labor, the business community, and the general public concerning the operation of vocational education programs, services, and activities.

Council activities support the general purpose of the law, which is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population."

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EDUCATION PROGRAMS FOR INCARCERATED INDIVIDUALS CONDUCTED BY THE VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION

Department of Correctional Education

The Virginia Department of Correctional Education (DCE) formerly the Rehabilitative School Authority, was created in 1974 by the Virginia General Assembly, Code of Virginia, Chapter 18, Section 22.1-339-345. Renamed in 1985, it operates in cooperation with the Department of Corrections and the Department of Youth and Family Services.

Programs offered by the Department of Correctional Education in Virginia include basic skills, academic, vocational, special education, and social skills. Postsecondary courses are also offered by community colleges and other postsecondary institutions. All are in compliance with state and federal laws and regulations.

The DCE currently operates education programs and related services in twenty major adult education facilities, seven youth learning centers, and nineteen correctional field units. *Appendix A* contains a complete listing of program offerings at each adult school, including the Virginia Correctional Center for Women (VCCW), and at each youth learning center. Technical assistance is also provided to jails throughout the state. Enrollment figures vary due to new admissions and releases on a daily basis. On a yearly average however, the DCE served 4,563 adult and 649 youth students in FY 1990-91. *Appendix B* provides more detailed indications of program enrollment and inmate population.

Access Mandated in Carl D. Perkins Vocational Education Act of 1984 and Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The Carl D. Perkins Vocational Education Act of 1984 states one of the purposes of the act is to "assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are

disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions."

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires that special consideration be given to providing services to offenders who are completing their sentences and preparing for release; providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs; providing vocational education programs for women who are incarcerated; improving equipment; and in cooperation with eligible recipients, administering and coordinating vocational education services to offenders before and after their release.

The Perkins Act requires the state to use one per cent of basic grant funds allotted in the state plan to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of, criminal offenders who are in correction institutions.

Unique needs and conditions inherent in providing access to quality vocational education programs for the incarcerated population in Virginia have been brought to the attention of the Virginia Council on Vocational Education through regular reports from the Department of Correctional Education liaison to council and through comments received at public meetings held by the council in November 1989, in Keysville; May 1991, in Henrico County; and November 1991, in Middletown.

Security: The Primary Concern

A major underlying consideration in the area of correctional education is the fact that education is not the primary concern of the correctional institution. Security must be the foremost concern, and education must take second place. If farm or work duties demand use of the inmates, those needs take priority over instruction. If there has been an incident in the facility and officials believe an inmate should be transferred, he must be transferred without consideration of his training status in the interest of security. Tool control is

a major area of responsibility and concern for the vocational instructors. Each instructor must count every tool and verify its return at the end of each class. All fence penetrating tools are taken from the vocational labs every night and locked up outside the facility boundary fences. During periods of instruction, often only one guard is on duty for a whole school. He patrols around the school area on a regular schedule. Phones are also available for the instructors to call for assistance. Problems usually do not occur, however, because the inmates show respect for education program areas.

Educational Services For Youth

Youth offenders are required to attend the DCE school at the state's youth learning centers, all of which are accredited by the Virginia Department of Education as alternative schools. The youth learning centers offer both alternative education and public school credit curricula as well as special education, Chapter 1 (social skills), transition services, and a variety of vocational education courses. All instructors are certified in their area of instruction by the State Department of Education.

Correctional youth learning centers are eligible to be a part of a tech-prep program with a community college. Tech prep is defined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 as a combined secondary and postsecondary (including apprenticeship) program that:

a. leads to an associate degree or two-year certificate (diploma) at the community college level;

b. provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business;

c. builds student competence in mathematics, science and communication (including the use of applied academics) through a sequential course of study; and

d. leads to employment.

This is an area under the 1990 Perkins Act which may offer a new option for providing correctional vocational education programs in cooperation with a community college, apprenticeship, or other postsecondary institution. In order to be considered for funding with tech prep grants, the community college and the correctional youth learning center must develop a proposal and submit it for consideration by the state tech prep committee.

Educational Services For Adults

All adult academic programs emphasize assisting students to become self-directed and responsible learners. This emphasis is evident through mutual planning, individualized instruction supplemented with group discussion, and mutual evaluation.

Academic programming for adults is composed of Adult Basic Education (ABE), General Education Development (GED), and Literacy Incentive Program (LIP). The ABE and LIP programs cooperatively provide programs for students who score below the eighth grade level on the Test of Adult Basic Education (TABE). The focus of instruction for these students centers on developing basic skills in reading, language arts, and mathematics. An applied instructional approach is used as often as possible. This program provides instruction to inmates in reading until they attain the eighth grade reading level. After becoming successful in reading, about sixty percent of the participants seek further education.

The GED program of preparation for the General Education Development Test is provided for students whose skill levels are ninth grade and above. Reading, writing skills, mathematics, social studies, science, and life skills are the subject areas covered in this program. After attaining the GED many participants apply for entry into a vocational training program or take college credit courses offered at the institutions by a community college or other postsecondary institution.

Postsecondary programs during 1990-91 were provided by eleven colleges at seventeen major adult correctional

institutions. Some of the college level courses offered included principles of management, financial management, organizational behavior, social studies, English, philosophy, algebra, computer programming, spreadsheet and data base. Also a new Memorandum of Agreement was completed with several community colleges, and a number of four-year institutions have developed proposals for implementing new or expanded programs in cooperation with the DCE.

Educational Services For Women

An important feature of one of the Department of Correctional Education's stated goals is to provide female offenders access to academic and vocational programs and services that are equivalent to those provided for male offenders. Incarcerated women are housed at the Virginia Correctional Center for Women (VCCW). Program services provided for women include academic (ABE, GED, LIP, and special education), vocational education (drafting, commercial foods, cosmetology, and office services), apprenticeship training (baker, building maintenance mechanic, cook, painter/drywall finisher), and college offerings in cooperation with Mary Baldwin College and J. Sargeant Reynolds Community College. The college program leads to a four year BA Degree in Small Business Management.

Trimester System

All DCE schools operate on a trimester system with a one week break between each trimester. The three weeks of breaks throughout the year allow time for coordinated staff development and student testing. This arrangement also provides needed breaks in the long school year.

Funding

DCE appropriations come from three primary funding sources: General Funding (state monies appropriated by the General Assembly), Federal (Perkins) and Special Revenue funds. Perkins funds the DCE receives are the mandated one percent allotment for persons incarcerated in correctional institutions. Until July of 1991, funds for disadvantaged and handicapped individuals and funds for apprenticeship related

instruction were also available to the DCE under the Perkins Act of 1984.

As of July 1991, when the Perkins Act of 1990 became effective, the distribution formula was changed and eliminated some of the funding which the DCE had received under the old act. This loss of federal funding has created a negative impact on the ability to serve incarcerated individuals in the state's correctional institutions. An area highlighted at the council's November 1991, public meeting was the issue of loss of funding for related instruction for the apprenticeship program.

In 1991, legislation was passed by the Virginia General Assembly to designate the Department of Correctional Education as a local education authority (LEA). This new status provides the DCE with increased opportunities for federal funding and additional state funds, general and non-general, for which it was not previously eligible. An LEA is defined as "a board of education legally constituted within a State having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state." Although the DCE has functioned as a school district over the years, recognition of its status as an LEA had been inconsistent prior to the passage of this legislation.

Vocational Programs Offered

The DCE offers a broad range of vocational programs to Virginia's incarcerated adults and youth. Currently vocational education programs are offered at nineteen major adult facilities, five field units, and six youth centers. In 1990-91 there were ninety-six programs in operation. Thirty of these programs were for youth, and sixty-six for adults. The programs cover thirty-eight different areas of vocational instruction including business applications, health fields, building trades, and food preparation. The programs are designed to equip inmates with the skills needed to gain employment after release or to become productive workers in correctional enterprises during the term of incarceration. Adults learn competencies recognized as those being required for entry level employment. Competencies are revised as necessary to keep programs up-to-date with changes in

technology, products, and trade practices. Youth school students are provided more of a pre-vocational program since the length of their sentences does not allow for the training needed to develop job skills.

Several efforts were undertaken to combine academic instruction with vocational competencies during FY 1990-91. The schools at Buckingham and Greensville submitted winning proposals for mini-grants to begin academic/vocational linkage projects. They were awarded $1,300 in special funds for program development. Another effort was in-service workshops offered to faculty during trimester breaks. The workshops were intended to assist the process of developing academic/vocational linkages state-wide.

Enrollment in vocational education programs has been on the rise over the past several years. Upon achievement of training programs, eligible inmates may enter apprenticeship training. *Appendix C* lists vocational programs offered by the DCE at adult and youth schools

Apprenticeship Training

Apprenticeship training in thirty trade areas provided by the DCE is possible through an interagency agreement among the DCE, the Department of Corrections, the State Department of Labor and Industry, and the State Department of Education. Since October 1983, there have been 198 apprenticeship completions. The apprenticeship program is designed to train inmates who posses specific job entry skills to develop those skills to the mastery level. Training involves a combination of organized, practical work experiences and related instruction. On-the-job experience is the core of apprenticeship training. Inmates work side by side with skilled craftsmen under the direct supervision of a foreman. The apprentice learns aspects of his trade under actual work conditions. Theory training and supplementary instruction is provided in areas such as reading blueprints, trade science, math, physics, safe working habits and human relations. *Appendix C* lists apprenticeship training programs offered by the DCE at adult schools.

During 1989-90 twenty-three part-time instructors were involved in apprenticeship training. Average monthly

enrollment in apprenticeship training was 238 inmates. Although program length and education requirements vary according to each trade most apprenticeship programs are completed in two to four years.

Approximately 200 apprentices were enrolled in the program for the 1990-91 school year. Thirty-four students completed the requirements of their program during 1991. Unfortunately, changes in the distribution of federal funds to support the related instruction of the apprenticeship program have placed the continuation of the program in jeopardy. No funds for related instruction were available for 1991-92 fiscal year. As a result, related instruction was suspended in mid-June of 1991 since money was not available to pay instructors.

Selection Process For Vocational Education Programs

There has not previously been an official agency-wide criteria for selecting inmates to qualify for vocational education programs in the past. Some facilities have established their own criteria such as a high school diploma or a GED. The Carl Perkins Act of 1990, however, requires that special consideration be given to providing services to offenders who are completing their sentences and preparing for release. The completion of vocational training near the end of the term assures current knowledge and skill, and provides the newly released person a better chance at a job.

Enrollment

Enrollment in adult school programs has increased slightly during recent fiscal years. Academic enrollment rose from 2,644 in FY 1989-90 (23 percent of the available population) to 3,312 (27 percent of available population). Vocational enrollment rose slightly in number from 1,057 in FY 1989-90 to 1,251 in FY 1990-91. Students who enrolled in vocational programs make up ten percent of the available population compared to nine percent the previous year.

With decreased funding available for apprenticeship programs, and the elimination of related studies funds, enrollment in that area dropped from 227 to 173 on a monthly

basis, but remained at approximately one percent of the available population. College enrollment increased from 505 students in FY 1989-90 (four percent of available population) to 623 (five percent of available population) in FY 1990-91.

Program Completions

During fiscal year 1990-91 a total of 2,990 adult school program completions were recorded. This is an increase of seventy individuals over the previous year. Completion statistics would probably be higher except that several major correctional institutions closed during the fiscal year, and programs at the new facilities did not begin operation until midway in the year.

There were 391 youth school completions for fiscal year 1990-91. This is a substantial decrease from the previous year because the certificates of credit awarded for partial course completion are no longer being recorded as completions. GED's in the youth schools have increased by fifty percent from 124 in FY 1989-90 to 186 during FY 1990-91. *Appendix D* contains listings for youth and adult schools of completions in academic programs, vocational courses and apprenticeship courses.

Special Education Programming

Special education programs offered by the Department of Correctional Education are increasing to provide more services to better meet the needs of handicapped students assigned to adult and juvenile correctional facilities. The DCE strategic plan for exceptional students notes that by 1996 all school programs will have a special education endorsed instructor to serve as a resource for students and instructors. Diagnostic and evaluation services are also being increased in the adult reception centers to meet the mandates of Section 504 of the Rehabilitation Act.

Currently students enter a DCE youth or adult special education program after being screened and evaluated at one of the reception and diagnostic centers. Students who are referred for special education are given extensive diagnostic evaluations which include medical, educational, psychological,

social history, and a general observation. In FY 1990-91 approximately thirty-seven percent of youth evaluated at the reception and diagnostic center were identified as in need of special education services. If a student is found eligible for special education and related services, an Individual Education Plan (IEP) is developed to describe the special education services required. Adult students are sent to a facility which provides special education services.

During FY 1990-91, special education programs offered at the six learning centers provided the following placement continuum of programs and related services:

PROGRAMS:
- Itinerant Consultation
- Resource Classes
- Self-contained Classes

RELATED SERVICES:
- Adaptive Physical Education
- Adaptive Vocational Education
- Speech/Language/Hearing Services
- Occupational Therapy
- Recreation

Evaluations for the following handicapping conditions are conducted for both adult and youth clients.

- Blindness
- Deafness
- Emotional Disturbance
- Hard of Hearing
- Learning Disability
- Mental Retardation
- Multi-Handicapped
- Orthopaedic Impairment
- Speech Impairment
- Visual Impairment

Chapter 1 Program

The purpose of the Department of Correctional Education Chapter 1 program is to supplement the existing youth school basic academic and vocational curricula with instruction in social skills. This program serves students up to age twenty-

one. The objective is to raise student levels of career and cultural awareness and to introduce skills such as personal, social and community living. This curriculum enables students to practice effective survival and independent living skills upon reentry into the community and to co-exist successfully with family, peers, and the community. During FY 1990-91, the DCE operated Chapter 1 programs in the six youth learning centers and in four adult correctional institutions that had significant youth populations.

Need For Vocational Laboratory And Classroom Space

Vocational education training offered currently is considered by the DCE to be adequate in terms of the variety of programs, but not adequate in terms of the number of individuals served. Most programs have waiting lists. The department sees a need to double the vocational program training capacity, which should eliminate the waiting lists. A major problem delaying this expansion is the lack of space in which the programs could be taught. Funds are available to hire instructors and $150,000 has been designated to upgrade equipment in existing programs, but no additional classroom space is available. The Governor's Commission on Prison Overcrowding, which has met over the last three years, has suggested that the system not build any more bed space without education program space.

A possible solution to the program space shortage may come about as a follow-up of a pilot program at the St. Brides facility in Chesapeake where inmates have constructed a building now used to house a vocational education program. This first building was completed and officially opened in November 1990. An estimated $28,000 savings resulted from the inmate-constructed building over similar commercially constructed models. Currently this building is being used as the electrical trades vocational lab at St. Brides. Two additional buildings are in the planning stages. These buildings must be fully mobile, capable of being moved to different locations as needed. The two buildings now being planned are tentatively destined for use at the Pulaski and Baskerville Correctional Field Units in order to provide badly needed classroom space.

If this project is replicated in other correctional facilities, it will probably be turned over to prison enterprises. Incarcerated workers will be employed to construct other units. The full implementation of such a project could provide multiple positive opportunities for supplying needed vocational education program space, increasing the number of inmates served through the vocational education offerings, and making possible additional employment opportunities for the inmate population through prison enterprises.

Correctional Education Instructors and Curricula

As of June 30, 1991, the DCE employed 477 staff (421 permanent, full-time and 56 part-time). Staff is categorized as follows:

Administrators	52
Academic Teachers	201
Vocational Teachers	104
Other Professionals	10
Technicians	34
Paraprofessionals	16
Office Clerical	60

All instructors in the correctional education institutions are state certified. Additionally, instructors are provided forty hours of in-service security training for situations unique to correctional education. Instructors are given a week of release time each trimester in order to visit local business and industry for up-to-date skills and equipment exposure, to take advantage of central office in-service courses, or attend seminars led by industry representatives.

During FY 1990-91 a curriculum task force was organized and began the process of curriculum development for the adult schools. Steps used in the development process include studying other state's curriculum guides and planning for DCE teacher involvement in development of an agency-wide curriculum. A similar process will be undertaken for the youth schools after the adult school project has been completed.

Prior to this initiative, curricula for vocational education courses were developed through a combination of using a sample of another established vocational education curriculum as a guide, drawing on the instructor's knowledge, and securing input from local industry in nearby communities. The industry input is sought on an informal basis in order to learn from immediate supervisors the skills and training needed on the job.

Transition

The process of transition from living as an incarcerated individual to living free in society once again is an important phase of adjustment which contributes to the ultimate success or failure of the individual after exposure to correctional education and rehabilitation. Preparation for transition begins near the end of the period of incarceration. Assistance is provided for the person prior to release and, ideally, should be continued for a period of time after release. The DCE Transition Program was established on July 1, 1989. The program has been implemented in all the youth schools and in one adult school.

Under the transition program each school is assigned a transition specialist who has the responsibility of facilitating the student's transition through the learning/correctional center and back to the community. The transition specialist attends the comprehensive service plan meeting held at the time of each student's arrival. Additional members of the service team include aftercare workers, counselors, and other corrections/education staff as needed. Upon release youth who have been incarcerated are helped in the transition back to the school. The transition specialist goes with the newly released student to explain what the student has done in relation to education while in the correctional facility.

Adult transition back to the workforce after incarceration presents a more complex situation. However, a transition program similar to the youth transition program has now been implemented at one institution, the adult school at Southampton Correctional Center, which now has its own transition specialist to facilitate adult transition back to the community. The adult school at Southampton also has a team

of individuals to assist them. Like the teams at the youth centers, the adult school team includes the transition specialist, aftercare workers, counselors, and other corrections/education staff as needed.

For the other adults outside of Southampton, the best linkage is between the vocational instructors and the individuals who are being released. Instructors actually make placement contacts at the same time they are receiving in-service exposure and experience during visits to business and industry. It is difficult to get feedback or do any other follow-up with adults. Some individuals take any job they can get. They may not be employed in the field for which they have been training for the first job on the outside, but are often able to make the move at a later time. Follow-up is complicated further by the fact that there are conflicts with confidentiality which the individuals are entitled to after release.

During 1990, the Virginia Employment Commission (VEC) began operation of a cooperative pilot adult transition project at the James River Correctional Center. Currently this cooperative program between the VEC and the DCE has been extended to additional sites. In 1992, The DCE reported to council that one hundred and sixty-eight inmates were enrolled. Twenty-nine had been paroled, eighteen had registered with the VEC, and six had been placed on jobs. This transition program seems to be providing a positive step towards securing employment for recently paroled individuals.

Summary

Newly released individuals sent back out into society without the benefit of improved education and training for employment present immeasurable costs to the taxpayers of Virginia since they are likely to continue in a cycle of recidivism. The majority of inmates were unemployed or underemployed at the time they committed the crime for which they are incarcerated, and a large percentage are high school dropouts. A newly released ex-inmate has little chance of successful entry-level employment upon release unless he has been educated and trained for employment while incarcerated. Assistance with the process of transition from incarceration

to freedom is critical to the success of the newly released individual. Transition assistance should begin during the months prior to release and continue through follow-up contact after release.

The Department of Correctional Education organizes all programs toward helping individuals realize their potential, helping them obtain job skills, and addressing ethical and humanistic concerns. By helping them develop their cognitive abilities and social skills, providing them with meaningful employment skills, and helping them to successfully transition into society, former inmates should acquire the ability and desire to choose socially acceptable behaviors as an alternative to their previous lifestyles. The public will also benefit since former inmates who successfully become well adjusted and productive citizens are less likely to recidivate and more likely to make positive contributions to society.

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DEPARTMENT OF CORRECTIONAL EDUCATION
PROGRAM OFFERINGS

ADULT SCHOOL PROGRAM OFFERINGS BY INSTITUTION

NOTE: ABE (Adult Basic Education), GED (General Education Development), LIP (Literacy Incentive Program)

APPALACHIAN CORRECTIONAL UNIT

Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Mechanics, Masonry, Welding
Other: Library Services

AUGUSTA CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Computer Repair, Dry Wall Installation/Finishing, Floor Covering/Tile, Shoe Repair
Apprenticeship Programs: Baker, Cook, Electrician, Plumber
College Programs: (Blue Ridge Community College) General Studies
Other: Library Services

BLAND CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Building Trades, Commercial Foods, Masonry, Small Engine Repair, Water/Waste Water Operator
Apprenticeship Programs: Baker, Cook, Electrician
College Programs: (Wytheville Community College) Courses that assist toward AA in Business Management
Other: Library Services

BRUNSWICK CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Body Repair, Auto Mechanics, Building Maintenance, Electronics, Upholstery
Apprenticeship Programs: Auto Body Repairman, Auto Mechanic, Auto Painter, Auto Upholsterer, Baker, Carpenter, Cook, Electrician, Plumber, Upholsterer, Welder
College Programs: (Southside Virginia Community College) General Studies
Other: Library Services, Educational Evaluation for Parole Violator Unit

BUCKINGHAM CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Commercial Foods, Electricity, Plumbing, Sheet Metal
Apprenticeship Programs: Baker, Building Maintenance, Cook, Drywall Finisher, Electrician, Plumber, Sheet Metal Worker, Welder, Painter
College Programs: (Southside Virginia Community College) General Studies and Business
Other: Library Services, Education Evaluation for Parole Violator Unit

CORRECTIONAL FIELD UNITS

Academic Programs: ABE, GED, LIP, Pre-Employment Training (Chesterfield Community Correctional Unit)
Vocational Programs: Brick Masonry (Unit 4), Climate Control (Unit 25), Computer-Assisted Drafting (Unit 13), Heavy Equipment Operator (Unit 9), Woodworking (Unit 28)
Apprenticeship Programs: Baker (Unit 13), Cook (Unit 16), Sign Writer (Unit 23)
College Programs: (Lord Fairfax Community College-Unit 7, Mountain Empire Community College-Unit 18) General Studies and Business courses
Other: Library Services

DEEP MEADOW CORRECTIONAL COMPLEX

Academic Programs: ABE, GED, LIP
Other: Testing, Library Services

GREENSVILLE CORRECTIONAL COMPLEX

Academic Programs: ABE, GET, LIP
Vocational Programs: Barbering, Computer-Aided Drafting (Both at Unit B)
Other: Library Services

HARRISONBURG CORRECTIONAL UNIT

Academic Programs: ABE, GED, LIP, Social Skills, Special Education
Vocational Programs: Climate Control, Electricity
Other: Library Services

JAMES RIVER CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Computer-Aided Drafting, Electronic Office Machine Repair, Welding
Apprenticeship Programs: Baker, Carpenter, Cook, Electrician, Plumber, Welder
College Programs: (J. Sargeant Reynolds Community College) Accounting, Business, Computer Science, English, Math
Other: Library Services

KEEN MOUNTAIN CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Computer-Aided Drafting, Electricity, Masonry
Other: Library Services

MARION CORRECTIONAL TREATMENT CENTER

Academic Programs: ABE, GED, LIP, Special Education
Other: Library Services

MECKLENBURG CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Special education
Vocational Programs: Basic Electricity/Electronics, Printing
Apprenticeship Programs: Offset Printing, Shop Tailor
College Programs: (Southside Virginia Community College) Associate Degree in General Studies
Other: Library Services

NOTTOWAY CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Climate Control, Drafting, Electronics/Microcomputer Repair, Industrial Maintenance Mechanics
Apprenticeship Programs: Baker, Building Maintenance Mechanic, Cook, Drafter, Electrician, Maintenance Carpenter, Plumber, Welder
College Programs: (Southside Virginia Community College) General Studies
Other: Library Services

POWHATAN CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Mechanics, Masonry
Apprenticeship Programs: Auto Mechanic, Baker, Cook, Electrician, Industrial Maintenance Mechanic, Offset Printer, Plumber
College Programs: (J. Sargeant Reynolds Community College) General Studies and Business
Other: Library Services

SOUTHAMPTON CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Social Skills, Special Education
Vocational Programs: Auto Mechanics, Building Maintenance, Carpentry, Electricity, Masonry, Welding
Apprenticeship Programs: Baker, Cook, Maintenance Electricity, Upholsterer
College Programs: (Paul D. Camp Community College) Associate Degree in Liberal Arts, Business, General Studies
Other: Library Services

SOUTHAMPTON INTENSIVE TREATMENT CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Vocational Assessment

STAUNTION CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Carpentry, Electronics, Furniture Repair, Upholstery, Welding
Apprenticeship Programs: Baker, Carpenter, Cabinet Maker, Cook, Electrician, Furniture Repair, Upholsterer, Welder
College Programs: (Blue Ridge Community College) General Studies
Other: Library Services

ST. BRIDES CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Social Skills, Special Education
Vocational Programs: Auto Body Repair, Auto Mechanics, Carpentry, Electricity, Masonry, Offset Printing, Plumbing, Sheet Metal, Small Engine Repair
Apprenticeship Programs: Baker, Boiler Operator, Cook, Electrician, Plumber, Waste Water Treatment Operator
College Programs: (Tidewater Community College) General Studies
Other: Library Services

VIRGINIA CORRECTIONAL CENTER FOR WOMEN

Academic Programs: ABE, GED, LIP, Special Education
Vocational Programs: Drafting, Commercial Foods, Cosmetology, Office Services

Apprenticeship Programs: Baker, Building Maintenance Mechanic, Cook, Painter/ Drywall Finisher

College Programs: (Mary Baldwin College, J. Sargeant Reynolds Community College) 4-Year BA Degree, Small Business Management

Other: Library Services

YOUTH LEARNING CENTER PROGRAM OFFERINGS BY INSTITUTION

BARRETT LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Music, Physical Education and Health, Special Education
Vocational Programs: Career Education, Food Service, Woodworking
Other: Library Services

BEAUMONT LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Physical Education/Health, Special Education
Vocational Programs: Career Education, Electricity, Masonry, Woodworking, Auto Servicing, Auto Body Repair, Small Engine Repair, Interior/Exterior Painting/Drywall, Building and Residential Cleaning Service, Exploring Technology
Other: Library Services

BON AIR LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Arts and Crafts, Physical Education/Health, Special Education
Vocational Programs: Electricity, Commercial Foods, Nurses Aide, Office Services, Child Care, Work Release
Other: Library Services

HANOVER LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Music, Physical Education/Health, Special Education
Vocational Programs: Small Engine Repair, Woodworking, Building Maintenance
Other: Library Services

NATURAL BRIDGE LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Physical Education/Health, Special Education
Vocational Programs: Masonry, Woodworking, Auto Service, Building Maintenance
Other: Library Services

OAK RIDGE LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Physical Education/Health, Special Education
Vocational Programs: Building Maintenance, Fast Foods
Other: Library Services

Source Document - Virginia Department of Correctional Education Annual Report, FY 1990-91

AVERAGE PROGRAM ENROLLMENT FY 90-91				ENROLLMENT IN OTHER PROGRAMS - FY 90-91			•POPU-LATION
ADULT SCHOOLS	Academic	Voca.	Total	Apprentice	College	Total	Ave. Pop.
Appalachian	60	56	116	0	23	23	135
Augusta	226	87	313	12	24	36	1,019
Bland	120	77	197	3	23	26	565
Brunswick	135	82	217	40	45	85	570
Buckingham	197	89	286	14	30	44	732
Corr. Field Units	866	116	982	0	47	47	2,188
Deep Meadow	32	0	32	0	0	0	128
Deerfield	43	0	43	3	22	25	220
Greensville	153	9	162	0	0	0	1,162
Harrisonburg	158	14	172	0	0	0	119
James River	50	90	140	8	62	70	386
Keen Mountain	77	44	121	0	0	0	589
Marion	75	26	101	0	0	0	146
Mecklenburg	36	32	68	18	55	73	343
Nottoway	188	83	271	14	44	58	1,017
Powhatan	152	18	170	17	62	79	742
Southampton	143	109	252	17	54	71	470
SITC	21	0	21	0	0	0	29
St. Brides	206	146	352	13	59	72	388
Staunton	170	101	271	8	14	22	683
VCCW	204	72	276	6	59	65	505
TOTAL	3,312	1,251	4,563	173	623	796	12,236

* YOUTH LEARNING CENTERS

	Ave. Enrollment	Ave. Population
Barrett Learning Center	109	111
Beaumont Learning Center	202	211
Bon Air Learning Center	80	67
Hanover Learning Center	142	151
Natural Bridge Learning Center	79	63
Oak Ridge Learning Center	39	37
TOTAL	*649	•640

• Ave. Pop. indicates average monthly population available for participation in DCE programs.
* All youth are enrolled in academic and youth school programs per Virginia's Compulsory School Attendance Regulations

SITC - Southampton Intensive Treatment Center
VCCW - Virginia Correctional Center for Women

Apprenticeship and College programs, although administered through DCE, are not included in the academic and vocational enrollments listed because instructional services are not principally provided by DCE employees. Apprenticeship studies utilize DCE, DOC, and Department of Labor employees. College program classes are provided by local 2-year colleges and universities.

Source Document - Virginia Department of Correctional Education Annual Report, FY 1990-91

VOCATIONAL PROGRAMS

YOUTH SCHOOLS

Auto Body
Auto Servicing
Brick Masonry
Building Maintenance
Career Education
Child Care
Commercial Foods
Drywall/Painting
Electricity
Fast Foods/Food Service
Nurse's Aide
Office Services
Bldg./Res. Cleaning/ Grounds
Technology Education
Video-Communication
Woodworking
Work Experience

ADULT SCHOOLS

Maj. Appliance Repair
Auto Body
Auto Mechanics
Barbering
Brick Masonry
Building Maintenance
Building Trades
Carpentry
Commercial Foods
Commercial Sewing
Computer Repair
Cosmetology
Drafting/CAD
Consumer Electronics
Drywall Installation
Electricity
Floor Covering
Tile Installation
Furniture Repair
Heavy Equipment Operator
Industrial Maintenance
Printing
Plumbing
Shoe/Leather Repair
Small Engine Repair
Upholstery
Water/Wastewater Treat.
Welding
Woodworking Occupations

APPRENTICESHIP TRAINING PROGRAMS

(Adult Schools Only)

Auto Body
Auto Body Repairer
Auto Painter
Auto Upholsterer
Baker
Bindery Machine Operator
Boiler Operator
Building Maintenance Mechanic
Cabinet Maker
Carpenter
Combination Welder
Cook
Industrial Maintenance Mechanic
Maintenance Electrician
Meat Cutter/Butcher
Offset Press Operator
Painter/Drywall Finisher
Plate Maker Stripper
Plumber
Sewing Machine Repairer
Sheet Metal Worker
Shoe Repairer
Upholsterer
Wastewater Treatment Operator

Due to elimination of related instruction funds, July 1, 1991, there were no participants in the following programs:

Auto Mechanics (Southampton), Baker (Southampton), Building Maintenance Mechanic (Nottoway), Carpenter (Nottoway, Staunton), Combination Welder (Nottoway, Staunton), Cook (Staunton), Maintenance electrician (Augusta, Buckingham, Nottoway, Staunton), Maintenance Cutter/Butcher (Bland), Offset Press Operator (Mecklenburg), Paint/Drywall Finisher (VCCW), Plumber (Augusta, Nottoway), Upholsterer (Staunton).

Source Document - Virginia Department of Correctional Education Annual Report, FY 1990-91

PROGRAM COMPLETIONS

ADULT SCHOOL COMPLETIONS

LIP	514
ABE Level 1	722
ABE Level 2	116
ABE Level 3	159
Pre-GED	34
GED	435
College	40
Voca. Completions	938
Apprenticeship	32
Total	2,990

ADULT VOCATIONAL COMPLETIONS BY COURSE

Auto Body Repair	38
Auto Mechanics	50
Building Maint.	52
Building Trades	21
Carpentry	63
Climate Control	34
Climate Control/Elec.	17
Food Service	25
Cosmetology	17
Drafting/CAD	39
Drywall	30
Electricity	32
Electronics	14
Floor Covering	31
Furniture Refinish.	23
Indus. Maint. Mech.	6
Masonry	87
Office Services	38
Plumbing	47
Printing	29
Sheet Metal	27
Shoe Repair	49
Small Engine Repair	33
Upholsterer	23
Water/Wastewater	10
Welding	103
Total	938

ADULT APPRENTICESHIP COMPLETIONS BY COURSE

Auto Mechanics	1
Baker	2
Building Maintenance Mechanic	2
Carpenter	2
Cook	8
Furniture Upholsterer	2
Industrial Maintenance Mechanic	1
Maintenance Carpenter	1
Maintenance Electrician	9
Offset Press Operator	1
Plumber	1
Shop Tailor	1
Welder	1
Total	32

YOUTH SCHOOL COMPLETIONS

GED	115
Vocational Completions	276
Total	391

YOUTH VOCATIONAL COMPLETIONS BY COURSE

Auto Body Repair	7
Auto Servicing	67
Building & Residential Cleaning	7
Building Maintenance	10
Electricity	26
Fast Foods	36
Food Service	8
Masonry	28
Nurse's Aide	46
Occup. Child Care	5
Office Services	5
Painting	6
Small Engine Repair	5
Technical Education	20
Total	276

Source Document - Virginia Department of Correctional Education Annual Report, FY 1990-91

The Virginia Council on Vocational Education does not discriminate against employees or applicants on the basis of race, sex, handicap, age, veteran status, national origin, religion, or political affiliation.

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